



Microsoft® Word: An All-Purpose Educational Tool

Participant Workbook

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Reflecting on Teacher Productivity

Reflect on how you can use Microsoft Word as a productivity tool by answering the following questions. Type your answers in the text box at the bottom of the Web page. When you are finished typing, click the Submit button.

1. Which Microsoft Word template could you use?
2. Is it an administrative template or a classroom instruction template?
3. Why did you choose this template? What is its biggest strength?

Planning a Microsoft Word Activity

With your partner, answer the following questions. Type your answers in the text box at the bottom of the Web page. When you are finished typing, click the Submit button.

1. What Word functionality do you feel you are now familiar enough with to incorporate into your classroom?
2. How can you use this functionality to enhance a classroom activity or lesson?
3. How will this activity support your students' mastery of content standards?

How to Create Your Lesson Plan

Use this outline as a guide for how you should fill in each section of your literacy skills lesson plan. A blank lesson plan template is provided for you on pages 9–11.

Overview

Write a few sentences describing the purpose of the lesson, how it works, the target grade level, the duration, prerequisites, what you intend students to learn, and what evidence can be used to determine what they actually learn. Be as informative as necessary and as simple as possible.

Materials

Describe necessary materials and resources, including computer technology.

Planning and Diagnostics

1. Identify any relevant academic standards that you are assessing at the end of the lesson, translated into a small number of measurable objectives.
2. Identify necessary prerequisite skills and knowledge for this lesson, and explain how to determine which students have the prerequisite skills and knowledge.

Main Lesson Activities

Hook/Engagement

Explain how to introduce the lesson, including how to “hook” students (i.e., get them engaged and talking about the topic).

Vocabulary

Identify key words and phrases and how to introduce them in an engaging, interactive way.

Measurable Objectives *“Here’s what I’d like you to learn...”*

Describe how to explain the purpose of the lesson to students in language they will understand. State the objectives.

Focused Instruction "Let me show you something."

Explain how to present the new knowledge or skill to students in an engaging way. This may include modeling a skill, giving a brief slide presentation or lecture, and so forth. Describe how to ask questions designed to check for understanding.

Practice in Authentic, Challenging Contexts**Guided Practice "Let's do it together."**

Describe how to work through a sample problem together with students so that they understand what is expected of them and also how to apply the new skill or knowledge in a novel context. Describe how to provide coaching along the way, so that students have the help they need to be successful.

Independent Practice "Now you try."

Describe how to provide students with an opportunity to apply the new knowledge or skill in the context of another, more challenging problem. Describe useful grouping strategies.

Assessment "Let's talk about what you've done."

Describe how students will demonstrate their mastery of the new skill(s) and/or knowledge, how this learning will be measured, and how the teacher can give useful feedback. Describe how to use a discussion of products and/or performances as a way of summarizing what has been learned.

Reflection and Planning

Explain how to use specific information from the assessment, such as written work, feedback, and discussion with students, to decide what to teach next. For example, it might be necessary to teach similar skills in a different context to ensure mastery. Or another lesson might follow logically once students have mastered the material in this one.

Resources

Identify useful resources, including Internet links.

Creating Your Lesson Plan

You can use this lesson-plan outline as a guide for creating your own Microsoft Word-integration activity.

Instructor:

Subject:

Grade Level:

Overview

Materials

Planning and Diagnostics

"Which skills will be taught and which specific standards will be addressed?"

- 1.
- 2.

Main Lesson Activities

Hook/Engagement

Vocabulary

Measurable Objectives "*Here's what I'd like you to learn...*"

Focused Instruction "*Let me show you something.*"

Practice in Authentic, Challenging Contexts

Guided Practice "*Let's do it together.*"

Independent Practice "*Now you try.*"

Assessment "*Let's talk about what you've done.*"

Reflection and Planning

Resources

Study Group Feedback

Questions to Consider

1. What educational objectives were you addressing with the activity in terms of:
 - Specific skills or knowledge (e.g., know the formula for gravity's effect on an object)
 - Specific concepts (e.g., understanding how gravity affects objects of different weights on different planets)
 - Specific cognitive abilities (e.g., developing problem-solving and analytic skills by examining gravity simulations)
2. How did the activities help students to develop the skills, knowledge, or cognitive abilities to meet the educational objectives?
3. How did the students demonstrate that they had met the educational objectives (e.g., quizzes, tests, task, presentation, paper, etc.)?
4. What evaluation criteria did you use to measure the degree to which students had met the educational objectives (e.g., a rubric or a series of 25-point quizzes with certain weights)?
5. Did you group students or have them work individually (or both)? If you used student groups, how did you hold the group accountable for meeting the educational objectives? If you used student groups, did you also have a system for holding individual students within each group accountable for meeting the educational objectives?
6. How successful were students in meeting the educational objectives? Was there much variation in student achievement within the class?
7. In what ways did the use of technology enhance students' abilities to meet the educational objectives? In what ways did technology detract from students' abilities to meet the educational objectives?
8. If you were going to do this same activity again next year, what would you change and why?

Reflecting on the Activity with Colleagues

As you listen to your colleagues' feedback, you can use this page to take notes. Once your answers are ready, type them into the text field at the bottom of the Web page. Once you have finished typing, click the Submit button.

What would you identify as the greatest strength of the activity or resource that you implemented? Why?

If you were to use this activity or resource again in the future, what is one possible way you might improve the activity or resource?